

## North Charleston Elementary

4921 Durant Avenue  
North Charleston, SC 29405

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	367 Students	
<b>Principal</b>	Charles Cavileer	843-745-7107
<b>Superintendent</b>	Dr. Maria L. Goodloe-Johnson	843-937-6319
<b>Board Chair</b>	Ms. Nancy Cook	843-760-2635

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	7	46	70	15

### IMPROVEMENT RATING

UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

NO

This school met 6 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Below Average	Good	N/A
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Below Average	Unsatisfactory	No
<b>2005</b>	Below Average	Unsatisfactory	No

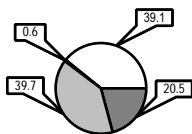
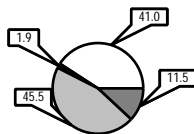
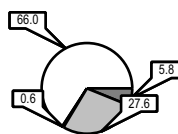
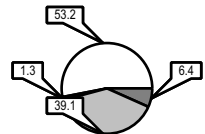
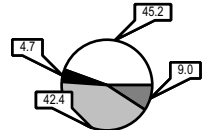
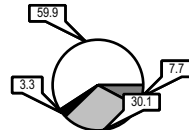
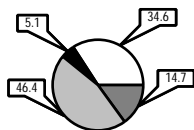
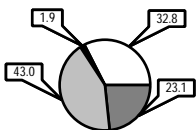
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	180	100.0	39.1	39.7	20.5	0.6	28.2	No	Yes
<b>Gender</b>									
Male	92	100.0	45.1	40.2	14.6	0.0	23.2		
Female	88	100.0	32.4	39.2	27.0	1.4	33.8		
<b>Racial/Ethnic Group</b>									
White	16	100.0	23.1	30.8	46.2	0.0	46.2	I/S	I/S
African American	151	100.0	38.6	43.2	17.4	0.8	26.5	No	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	60.0	10.0	30.0	0.0	30.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	149	100.0	32.6	44.2	22.5	0.8	31.8		
Disabled	31	100.0	70.4	18.5	11.1	0.0	11.1	I/S	I/S
<b>Migrant Status</b>									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	179	100.0	39.4	39.4	20.6	0.6	28.4		
<b>English Proficiency</b>									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	172	100.0	37.3	41.3	20.7	0.7	28.7		
<b>Socio-Economic Status</b>									
Subsidized meals	165	100.0	39.7	40.4	19.1	0.7	27.7	No	Yes
Full-pay meals	15	100.0	33.3	33.3	33.3	0.0	33.3		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	180	100.0	41.0	45.5	11.5	1.9	24.4	No	Yes
<b>Gender</b>									
Male	92	100.0	39.0	47.6	13.4	0.0	24.4		
Female	88	100.0	43.2	43.2	9.5	4.1	24.3		
<b>Racial/Ethnic Group</b>									
White	16	100.0	15.4	53.8	30.8	0.0	53.8	I/S	I/S
African American	151	100.0	42.4	47.0	9.1	1.5	21.2	No	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	50.0	20.0	20.0	10.0	30.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	149	100.0	37.2	46.5	14.0	2.3	27.9		
Disabled	31	100.0	59.3	40.7	0.0	0.0	7.4	I/S	I/S
<b>Migrant Status</b>									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	179	100.0	41.3	45.8	11.0	1.9	23.9		
<b>English Proficiency</b>									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	172	100.0	40.0	46.0	12.0	2.0	25.3		
<b>Socio-Economic Status</b>									
Subsidized meals	165	100.0	41.1	45.4	12.1	1.4	23.4	No	Yes
Full-pay meals	15	100.0	40.0	46.7	6.7	6.7	33.3		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	180	99.4	66.0	27.6	5.8	0.6	6.4
<b>Gender</b>							
Male	92	100.0	65.9	29.3	4.9	0.0	4.9
Female	88	98.9	66.2	25.7	6.8	1.4	8.1
<b>Racial/Ethnic Group</b>							
White	16	100.0	38.5	53.8	7.7	0.0	7.7
African American	151	99.3	68.2	25.8	6.1	0.0	6.1
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	70.0	20.0	0.0	10.0	10.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	149	99.3	63.6	28.7	7.0	0.8	7.8
Disabled	31	100.0	77.8	22.2	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	179	99.4	66.5	27.1	5.8	0.6	6.5
<b>English Proficiency</b>							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	172	99.4	64.7	28.7	6.0	0.7	6.7
<b>Socio-Economic Status</b>							
Subsidized meals	165	99.4	66.0	28.4	5.0	0.7	5.7
Full-pay meals	15	100.0	66.7	20.0	13.3	0.0	13.3

<b>Social Studies</b>							
All Students	180	99.4	53.2	39.1	6.4	1.3	7.7
<b>Gender</b>							
Male	92	100.0	54.9	39.0	6.1	0.0	6.1
Female	88	98.9	51.4	39.2	6.8	2.7	9.5
<b>Racial/Ethnic Group</b>							
White	16	100.0	23.1	61.5	15.4	0.0	15.4
African American	151	99.3	56.1	37.9	4.5	1.5	6.1
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	50.0	30.0	20.0	0.0	20.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	149	99.3	49.6	41.9	7.0	1.6	8.5
Disabled	31	100.0	70.4	25.9	3.7	0.0	3.7
<b>Migrant Status</b>							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	179	99.4	53.5	38.7	6.5	1.3	7.7
<b>English Proficiency</b>							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	172	99.4	52.7	39.3	6.7	1.3	8.0
<b>Socio-Economic Status</b>							
Subsidized meals	165	99.4	53.2	39.0	6.4	1.4	7.8
Full-pay meals	15	100.0	53.3	40.0	6.7	0.0	6.7

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	58	100.0	23.5	35.3	39.2	2.0	41.2
	4	68	100.0	42.9	39.7	15.9	1.6	17.5
	5	71	100.0	54.7	35.9	7.8	1.6	9.4
	6	74	100.0	69.2	29.2	1.5	N/A	1.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	59	100.0	20.4	40.8	36.7	2.0	38.8
	4	55	100.0	45.1	41.2	13.7	0.0	13.7
	5	66	100.0	50.0	37.5	12.5	0.0	12.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	58	100.0	23.5	56.9	17.6	2.0	19.6
	4	68	100.0	44.4	42.9	7.9	4.8	12.7
	5	71	100.0	42.2	48.4	9.4	N/A	9.4
	6	74	100.0	60.0	35.4	4.6	N/A	4.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	59	100.0	26.5	55.1	16.3	2.0	18.4
	4	55	100.0	43.1	41.2	13.7	2.0	15.7
	5	66	100.0	51.8	41.1	5.4	1.8	7.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	59	98.3	55.1	38.8	6.1	0.0	6.1
	4	55	100.0	68.6	25.5	3.9	2.0	5.9
	5	66	100.0	73.2	19.6	7.1	0.0	7.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	59	98.3	40.8	51.0	6.1	2.0	8.2
	4	55	100.0	51.0	41.2	7.8	0.0	7.8
	5	66	100.0	66.1	26.8	5.4	1.8	7.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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## SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n= 367)</b>				
First graders who attended full-day kindergarten	93.8%	Up from 93.7%	100.0%	100.0%
Retention rate	4.6%	Up from 2.6%	3.9%	3.0%
Attendance rate	94.5%	Up from 93.2%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.2%	Up from 1.5%	6.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.2%	Up from 1.5%	5.4%	3.2%
Eligible for gifted and talented	3.7%	Up from 2.9%	4.9%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.8%	Down from 7.0%	8.0%	8.2%
Older than usual for grade	2.5%	Down from 6.3%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.7%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 36)</b>				
Teachers with advanced degrees	30.6%	Up from 27.1%	50.6%	52.6%
Continuing contract teachers	86.1%	Up from 83.3%	75.5%	83.3%
Highly qualified teachers	79.5%	Down from 92.7%	92.3%	93.5%
Teachers with emergency or provisional certificates	3.0%	Up from 0.0%	2.6%	0.0%
Teachers returning from previous year	73.4%	Down from 74.1%	83.4%	87.0%
Teacher attendance rate	94.1%	Down from 94.2%	94.9%	95.0%
Average teacher salary	\$37,492	Up 0.8%	\$40,479	\$41,703
Prof. development days/teacher	8.9 days	Up from 7.4 days	13.5 days	12.8 days
<b>School</b>				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	14.6 to 1	Down from 17.9 to 1	16.5 to 1	18.8 to 1
Prime instructional time	87.1%	Up from 86.2%	88.8%	89.8%
Dollars spent per pupil*	\$6,629	Up 11.3%	\$7,383	\$6,242
Percent of expenditures for teacher salaries*	75.0%	Up from 67.0%	63.0%	65.8%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

## Abbreviations for Missing Data

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

North Charleston Elementary school is located in the residential section of the city's historic district. A state-of-the-art, LEED (Leadership in Energy and Environmental Design) certified facility replaces the original building constructed in 1922. This "one-of-a-kind in South Carolina" elementary school will serve as a community learning hub and gathering place for the children and residents of North Charleston.

To take advantage of the uniqueness of the facility, a curriculum program centered on the concepts of sustainability and environmental citizenship will be developed. The school will use the ITI (Integrated Thematic Instruction) model to create a healthy teaching and learning environment. The ITI model emphasizes current brain research about learning, the importance of building learning communities and the necessity to make connections between learning and living.

The academic program focuses on early literacy, the 6 Traits of Writing and essential mathematical concepts. The SC Curriculum Standards for science, social studies and special area subjects are integrated into the Coherent Curriculum. The teachers use quarterly assessments such as MAP (Measures of Academic Progress) and DOMINIE to document student progress and make decisions about differentiating the type, frequency and style of instruction.

The move to the new facility and the use of the ITI model will provide catalysts for developing stronger parental involvement, improving the rate of student attendance, reducing the frequency of inappropriate behaviors, and increasing student achievement. An active and supportive PTA sponsors student incentives and teacher recognitions. The school and its partners try to improve home-school communication and support our parents by offering programs such as Parent University, Mother/Father Read and Communities In Schools.

Issues such as the high mobility of students, the high percentage of low-income families, and historically low scores on the PACT present the school with challenges. To address the challenges and deliver high student achievement, we utilize federal and state money to reduce class sizes, provide technical assistance to teachers, offer Early Childhood programs to 4-year olds and ensure struggling students receive remediation or extended time.

Charles Cavileer, Principal  
Sara Thompson, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	30	23	23
Percent satisfied with learning environment	70.0%	90.9%	82.6%
Percent satisfied with social and physical environment	80.0%	85.7%	78.3%
Percent satisfied with school-home relations	23.3%	71.4%	60.9%

\*Only students at the highest elementary school grade level at this school and their parents were included.